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## STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · PHONE: 225-342-5840 · FAX: 225-342-5843

August 5, 2010

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To: Dr. Estes Taplin, Superintendent  
City of Baker School System

From: Jeanette B. Vosburg, Executive Director *J. Vosburg*

Subject: 8(g) Student Enhancement Block Grant

Project Log No.: 068-111

Title: Pre-Kindergarten Program for At-Risk Four Year Old Students

Allocation: \$108,732.00

On behalf of the State Board of Elementary and Secondary Education, I am pleased to inform you that the project listed above has been approved for funding from the Louisiana Quality Education Support Fund—8(g) in FY 2010-2011.

Your 8(g) account has been established based on the approved project budget packet. Approval is indicated by the signature of the Executive Director in the space provided. The award to your agency is provided to implement the project listed above according to the conditions and timelines set forth in the proposal.

This grant award letter contains important procedures to be followed by all recipients. It is recommended that this information be shared with all persons involved with program implementation.

Should you have any questions concerning your grant award, please contact Robyn Jenkins, Kimberly Tripeaux, or Allen Grant at (225) 342-8728. I thank you in advance for your cooperation in these matters.

On behalf of the Board, it is our desire that this 8(g) grant awarded to your agency will enhance student learning and enrich the quality of education in your system.

JBV:RJ/bt

Attachment: 2010-2011 Student Enhancement Block Grant Award Packet

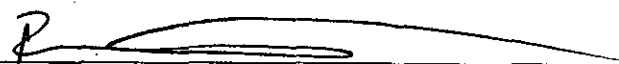
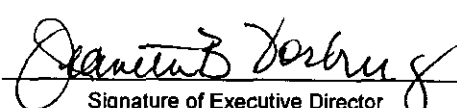
c: Samantha Williams

Jeanette B. Vosburg  
Executive Director

Paul Pastorek  
State Superintendent

# A. Pre-kindergarten programs for at-risk four-year-olds

## 8(g) STUDENT ENHANCEMENT BLOCK PROJECTS State Board of Elementary and Secondary Education 2010-2011

<b>Agency:</b>		City of Baker School System ✓		<b>Parish:</b>		East Baton Rouge Parish			
<b>Agency Head:</b>		Dr. Estes Taplin ✓		<b>Project Administrator:</b>		✓ Samantha Williams			
<b>Title:</b>		Superintendent		<b>Title:</b>		Director of Federal Programs			
<b>Agency Fiscal Agent/Budget Contact:</b>	<b>Name</b>	Sidney Stewart		<b>Address:</b>	<b>Street/P.O.</b>	3033-B Ray Weiland Dr. P.O. Box 680			
	<b>Title</b>	Business Manager			<b>City/State/Zip</b>	Baker LA, 70714			
<b>Phone:</b>		(225) 778-2377	EXT.	<b>Phone:</b>		178-2402 (225) 774-5795	EXT. 6		
<b>Fax:</b>		(225) 774-5797		<b>Fax:</b>		(225) 774-5797			
<b>E-Mail:</b>		sstewart@bakerschools.org		<b>E-Mail:</b>		swilliams@bakerschools.org			
<b>Funding Requested for 2010-2011</b> (round to the nearest dollar)				<b>Focus Area of Project</b>					
\$108,732 ✓				<table border="1"> <tr> <td><b>Focus Area 1</b> <input checked="" type="checkbox"/></td> <td>Prekindergarten programs for at-risk four-year-olds (public systems only)</td> </tr> </table>				<b>Focus Area 1</b> <input checked="" type="checkbox"/>	Prekindergarten programs for at-risk four-year-olds (public systems only)
<b>Focus Area 1</b> <input checked="" type="checkbox"/>	Prekindergarten programs for at-risk four-year-olds (public systems only)								
*Are Other Funds to be Utilized in Project? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		If YES, name the source(s) and amount of funds. _____ _____							
<b>TO BE COMPLETED BY BESE STAFF</b>									
<input checked="" type="checkbox"/> Proposal is in compliance with Board guidelines and approval is recommended. <input type="checkbox"/> Proposal is not in compliance with Board guidelines and approval is NOT recommended.									
8/5/10 Date		 Signature of 8(g) Staff							
<input checked="" type="checkbox"/> Request Approved <input type="checkbox"/> Request Denied		<b>Assigned Log #</b> 068-111 ✓		<b>Date Received in BESE Office</b> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>RECEIVED</b>          JUL 8 2010          Board of Elementary and Secondary Education       </div>					
8-5-2010 Date		 Signature of Executive Director							

<b>Title of Project</b> (8 words or less)	Prekindergarten Program for At-risk Four Year Old Students		
<b>Purpose of Grant</b> (1 sentence)	The purpose of this program is to provide developmentally appropriate instructional activities to improve readiness skills and to stimulate learning for 20 preschool students.		
<b>Number and Description of Students To Be Served</b>	Twenty (20) low income, at risk students will participate in this program.		
<b>Project Implementation Date</b> (with students)	August 11, 2010	<b>Project Ending Date</b> (with students)	May 23, 2011
<b>Project Sites and Personnel</b> (List all participating schools and the primary person responsible for implementing the project at each school.)			
School Site Code (found in School Directory)	School	School-Level Personnel	
		Name	Title/Position
1 068001	Baker Heights Elem.	Beverly Collins	Principal
2		Trudy Hebert	Teacher
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
<b>Proposal Preparation</b> (List school-level personnel involved in the preparation of this proposal.)			
Name	Title/Position	School	
Samantha Williams	Director of Federal Programs	Central Office	
Beverly Collins	Principal	Baker Heights Elem.	
Trudy Hebert	Teacher	Baker Heights Elem.	

### Dated Certificate of Agency Head

I hereby certify that this proposed project does not supplant, displace, or replace a program funded through the Minimum Foundation Program or State General Fund.

I hereby certify that this proposed project is designed to improve student academic achievement.

I hereby certify that all 8(g) funds will not be utilized for any purpose other than educational enhancement, as specified in this proposal.

I further certify that the information contained herein is true and correct to the best of my knowledge and belief.

I certify that no resources obtained under this grant shall be utilized for any religious purposes including, but not limited to, religious education.

I understand that all funds must be expended between July 1, 2010 and June 30, 2011, and that 8(g) funds will be requested on a reimbursement basis for actual expenditures.

I certify that all expenditures of 8(g) funds will be in compliance with the approved budget packet and Board policy, and will be utilized only for educational enhancement as specified in this application. No line item amounts can be changed without prior approval, in writing, from the Executive Director (BESE).

I certify that all equipment items purchased through this project will be tagged and tracked in accordance with local school board policy and local school board property control regulations or BESE guidelines.

I hereby certify that this program will be administered in accordance with the policies and regulations of the State Board of Elementary and Secondary Education. Any deviation must be approved by the Board before funds can be expended.

I assure that this project will be implemented in a time frame that will allow for measurable results upon student achievement within the funding year.

I assure that school level personnel responsible for implementation of this project have collaborated on the preparation of this proposal.

Estes Taplin

(Print Name of Agency Head)



(Signature of Agency Head in blue ink)

6/30/10

(Date)

**8(g) STUDENT ENHANCEMENT BLOCK PROJECTS**  
**Budget Summary Page 1**  
**2010-2011**

Funds are to be expended between July 1, 2010 and June 30, 2011.

Budget Item (Object Code)	Budget \$
SALARIES (100)	\$68,877 ✓
EMPLOYEE BENEFITS (200)	\$25,356.72 ✓
PURCHASED PROFESSIONAL/TECHNICAL SERVICES (300)	\$95 ✓
PURCHASED PROPERTY SERVICES (400)	00
OTHER PURCHASED SERVICES (500)	\$1,500 ✓
SUPPLIES (600)	\$8,982 ✓
PROPERTY (700)	\$3921.28 ✓
✓ TOTAL COST (Round to nearest dollar)	\$108,732 ✓

**Note: Each budgeted line item shall be clearly explained and justified by providing the information requested on each Budget Detail Form.**

Please note that 8(g) Grants are awarded on a reimbursement basis only. Goods and services cannot be ordered, received or paid for until after the proposal has been approved by the BESE office.

**8(g) STUDENT ENHANCEMENT BLOCK PROJECTS**  
**Budget Detail Page 2**  
**2010-2011**

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
100		Salaries	
	110	Salaries-Regular	\$67,127 ✓
	120	Salaries-Temporary	1,750 ✓
	130	Salaries-Overtime	00
	150	Salaries-Stipend Pay	00
		<b>Object Code Total</b>	<b>\$68,877 ✓</b>

**BUDGET NARRATIVE:**

Provide description of services being proposed: number and title of positions, compensation (full-time salary, hourly rate, daily rate) and function or purpose.

**1 Teacher @ \$47,944 (Trudy Hebert. A 444929. Pre K -3, Kindergarten, Elementary Grades, Provisional Principal, Supervisor of Student Teachers: Highly Qualified)**

**1 Paraprofessional @ \$19,183. (Precious Pack Vincent; Highly Qualified)**

**Substitute @ \$75/ 10 Days = \$750 (Teacher) ✓**

**\$55/10 Days = 550 (Paraprofessional)**

**Substitute for Prek/K Conference and Other State Conference that may be announced. (Math- there is a PreK Strand)**

**\$75/ 6 Days= \$450 ✓**

**Important**

*All 8(g) funded teaching positions must be staffed with personnel certified in the area of teaching assignment. List teacher name, certification number, and area of certification for each position funded.*

*All 8(g) funded paraprofessional positions should be staffed with personnel meeting the highly qualified requirements.*

**8(g) STUDENT ENHANCEMENT BLOCK PROJECTS**  
**Budget Detail Page 3**  
**2010-2011**

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
200		Employee Benefits	
	210	Group Insurance (Health and Life)	\$10,000
	220	Social Security Contributions	109
	225	Medicare/Medicaid Contributions	998.72
	230	Retirement Contributions	13,560
	260	Workmen's Compensation	689
		<b>Object Code Total</b>	<b>\$25,356.72</b>

**BUDGET NARRATIVE:** Provide detailed breakdown of costs being proposed including type of benefit and rate for each position included in Object Code 100.

Health Insurance:  $\$4500 \times 2$  employees = \$9000  
Life Insurance:  $\$500 \times 2$  employees = 1000  
Social Security:  $\$1750 \times 6.20\% = 109$   
Medicare/Medicaid:  $\$68,877 \times 1.45\% = 998.72$   
Retirement:  $\$67,127 \times 20.2\% = 13,560$   
Workman's Compensation:  $\$68,877 \times 1.00\% = 689$

**8(g) STUDENT ENHANCEMENT BLOCK PROJECTS**  
**Budget Detail Page 4**  
**2010-2011**

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
300		Purchased Professional and Technical Services	
	320	Purchased Educational Services	00
	340	Technical Services	\$95.00
		<b>Object Code Total</b>	<b>\$95.00</b>

**BUDGET NARRATIVE:** Provide detailed description of services being proposed: amount, duration, hourly rate, itemized listing of services provided, and cost of service on each contract to be awarded.  
**The Annual DSC Web License fee is \$95. Data from the pre and post tests are used to measure program academic objectives.**

**8(g) STUDENT ENHANCEMENT BLOCK PROJECTS**  
**Budget Detail Page 6**  
**2010-2011**

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
500		Other Purchased Services	
	510	Student Transportation Services	\$1000
	530	Telephone and Postage	00
	550	Printing and Binding	00
	580	Travel (In-State)	\$500
		<b>Object Code Total</b>	<b>\$1,500</b>

**BUDGET NARRATIVE:** Provide detailed description of services being proposed: type of service, cost, and justification. Travel: provide reason, purpose, number of persons traveling, cost per person, and itemized explanation of costs.

- The students will take <sup>five</sup> ~~four~~ (5) field trips @ \$200 each. This will pay for admission charges, food items for students (social skill training), fuel costs and any additional expenses charged by the transportation department. \$1,000
- The teacher and paraprofessional will attend the State Prekindergarten/Kindergarten Conference in Baton Rouge in January and perhaps the state math conference (There is a PreK Strand). The teacher was selected to receive math training in Baker. This covers the admission, mileage and any other expenses charged by the conference. \$500

**8(g) STUDENT ENHANCEMENT BLOCK PROJECTS**  
**Budget Detail Page 7**  
**2010-2011**

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
600		Supplies	
	610	Materials and Supplies	<b>\$8,982</b>
	640	Textbooks (or allowable textbook substitutes)	<b>00</b>
		<b>Object Code Total</b>	<b>\$8,982</b>

**BUDGET NARRATIVE: Object Sub-Code 610 — Materials and Supplies**

Provide a general description of purchases: types of items and justification. (It is not necessary to provide per unit cost.)

Memory Card for Digital Camera (for portfolio documentation)

- **Assessment Materials:** Folders, binders, photopaper (for portfolio documentation), marker, labels, plastic insert paper (for binders, dividers for portfolios, paper, damaged items from DSC kit.
- **Parental Workshops:** Construction paper, pens, books, decorative paper for newsletters, binder, materials for parent log, material for parent handbook.
- **Art:** Paints, colors, paper for easel, art paper, play dough, brushes, artist's smocks for children, poster board, laminating materials, scissors, glue, collage materials, scissors
- **ELA:** Computer ink, paper, books, story paper, staples (to display student work) sentence strips, story starter, games
- **Math:** Counters, manipulatives, games, calendar math materials, puzzles, books, unifix materials/cards,
- **Music:** CDs, records, drama/dance materials, books
- **Reading:** Books, pictures, dolls, big books,
- **Listening Center:** Replace any damaged CDs, records, read along books/stories
- **Health and Hygiene:** Paper towels. Soap, hand cleaner (Per H1N1 guidelines) Clorox wipes, tissues
- **Science:** Kits, magnets, science cards, aquarium/fish/ plants, zip lock baggies (for collections), collections, etc

**Object Sub-Code 640 — Textbooks (or allowable textbook substitutes)**

Provide a detailed description of purchases: types of items, per unit cost, and justification.

**(g) STUDENT ENHANCEMENT BLOCK PROJECTS**  
**Budget Detail Page 8**  
**2010-2011**

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
700		Property	
	730	Equipment	\$3,921.28
		<b>Object Code Total</b>	<b>\$3,921.28</b>

**BUDGET NARRATIVE:** Provide detailed description of items to be purchased with quantity and cost and intended use of each. Charges associated with equipment purchases must be delineated by service and cost.

- Photo Printers (for assessment documentation) \$99.99 (Tagged)
- Computer printer (replace aging, damaged printer) (\$119) (Tagged)
- Camera (portfolio assessment documentation) (\$127.98) (Tagged)
- "Stepping Stumps"/ "Tree Cookies" (\$229) (Tagged)
- Hummer on Springs (1,969) (Tagged)
- Outdoor Fence Easel (\$86.99) (Tagged)
- 2 Easy Ride Jumbo Trike (\$219) (Tagged)
- Flat Panel LCD Monitor (\$109) (Tagged)
- Highways and Byways Carpet Set (\$239) (Non-Taggable)
- Shipping and Handling (503.32)

**\$3,921.28**

**IMPORTANT:** All equipment items must be budgeted in Code 700 regardless of cost and must be tagged in accordance with local school board policy and local school board property control regulations. In the absence of local school board property control regulations the Board requires that each equipment item costing \$250 or more be tagged and tracked on the agency's inventory control system. ***Equipment includes those items that are durable (sturdy) in nature and tend to last more than a year.*** All equipment items should be labeled on this page as taggable or nontaggable (according to local policy).

# A. Pre-kindergarten programs for at-risk four-year-olds

## 8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Proposal Narrative Form 2010-2011

### 1. Class Design and Instructors

a) Student to Teacher Ratio	b) Student to Adult Ratio	c) Total Days of Attendance for Students	d) No. of Instructional Minutes Per Day
20:1	10:1	178	420

e) Indicate the Name, Certification, Certificate Number, and Number of 8(g) Students Served by the Teachers Providing Direct Instruction through this project.

	Name	Certification	Certificate #	8(g) Students Served
1.	Trudy Ann Hebert	PK-3, Elem, Grades, Supervisor of Student Teachers, Provisional principal	A444315	20
2.				
3.				
4.				
5.				
6.				

### 2. Overview of Local Prekindergarten Programs

a) Provide the requested information for all prekindergarten programs in your district for FY 2009-2010 and FY 2010-2011.

Program	FY 2009-2010 Amount of Funding Awarded for PreK Program	FY 2009-2010 Number of Students Served by Each Program	FY 2010-2011 Amount of Funding Requested for PreK Program	FY 2010-2011 Projected Number of Students to be Served by Each Program
8(g)	\$102,621	20	\$108,732	20
Title I	0	0	0	0
Even Start	0	0	0	0
Special Education	\$73,000	3	\$73,000	3
Head Start*	0	0	0	0
REAP	0	0	0	0
EEF	0	0	0	0
Locally Funded	0	0	0	0
LA 4	\$181,956	40	\$181,956	40
Others	0	0	0	0

\* If district is grantee for Head Start

**3. Screening – If an agency is not providing universal access, the agency must use screening within the selection process.\*** Indicate which screening instrument was used to determine which children are potentially eligible to participate in the program. (Place a check by all that apply.)

	Brigance Pre-School Screen for Three and Four-Year-Old Children
	Developmental Indicators for the Assessment of Learning (DIAL-R)
	Developmental Indicators for the Assessment of Learning (DIAL-3)
	Denver Developmental Screening Test
	Early Recognition Intervention Systems (ERISys)
	Battelle Developmental Inventory-Screening Test
	Learning Accomplishment Profile-Diagnostic Standardized Assessment (LAP-D) Screen for Four-Year-Olds
XX	*This agency provides universal access.

*Other Instruments for Periodic Screening of Educational, Hearing, Visual, or Other Problems interfacing with development may be used in addition to one of the aforementioned screening instruments.*

**4. Design– Provide a response to the following prompts inquiring how the project will be implemented with students**

a) Name of the developmentally-appropriate, research-based Curriculum being used: Creative Curriculum

b) Describe the developmentally appropriate curriculum being used:

- The Creative Curriculum emphasizes five (5) components: (1) How children learn; (2) What children learn; (3) The physical environment; (4) The teacher's role; (5) The parent's role. It outlines what children should learn during the first four years, the experiences through which children achieve the learning goals and the materials and setting needed for implementation.
- The Creative Curriculum focuses on four areas of development: (1) Social/ Emotional requires achieving a sense of worth and behaving in a prosocial way; (2) Physical development focuses on gross and small motor development; (3) Cognitive development involves how children think and (4) Language development focuses on understanding and communicating through spoken and written word.
- The ECERS-R is used for monitoring and evaluating classroom settings, materials and activities.
- The Developing Skills Checklist (DSC) evaluates skill mastery.

**c) Describe how the five developmental domains specified in *Bulletin 105 – Louisiana Content Standards for Programs Serving Four-Year-Old Children* being incorporated into the design:**

The City of Baker has adopted the state's Model Curriculum. Each teacher uses appropriate strategies to engage students in learning content that is aligned to the Louisiana Standards for Programs Serving Four Year Old Children and the Grade Level Expectations. Two consecutive days of staff Development will train teachers on strategies to assist in integrating the Standards and GLEs into their lessons. The teachers will then meet in collaborative sessions each week to develop strategies and lessons based on the themes. Another day of training will be held in January which will focus on prekindergarten needs, such as assessments, new materials and ECERS-R requirements.

Specific activities include:

- **Cognitive Development:**
  1. Sciences: Use of senses, exploring the world, using simple machines, water and sand play.
  2. Math: Counting, sorting, matching, etc.
  3. Social Studies: Understanding the diversity of communities and the role of family. Use of puppets, housekeeping center, dolls, drama, puzzles, pictures
- **Creative Arts:** Respond to beat, sing, dance, use of color, explore textures, create puppets, etc.
- **Health and Physical Development:**
  1. Practice good hygiene, practice proper hand washing, use of tissues, select healthy foods.
  2. Develop strength and coordination by skipping, jumping and marching. Practice fine motor skills by cutting, snapping buttons/closures, using keys and latches, and putting together puzzles.
- **Language and Literacy Development:**
  1. Story time and the use of the library center.
  2. Developing listening skills, following directions and answering questions.
  3. Repeat songs, poems and chants.
  4. Role play using puppets and dolls to retell a story.
  5. Use scribble writing.
- **Social and Emotional:**
  1. Respond to name.
  2. Recognize feelings.
  3. Take turns.
  4. Participate in games.

**d) Describe the frequency and types of family early intervention strategies and activities that will be included in the program:**

Baker Heights Prekindergarten program will provide an instructional program that involves the parents as their child's first teacher. This program will offer parental workshops/activities on a monthly basis. Parental activities include orientation, open house, positive parenting classes, field trips, parent/teacher conferences and math and literacy nights. Parents are invited to assist in the classroom with activities, celebrations, etc. The counselor will facilitate contact between parents and community agencies.

**e) Describe the classroom environment:**

Baker Heights Pre K will provide a safe, attractive, comfortable, and well designed setting which supports the goals for children and which allows for teacher observation and interaction. Interest areas which accommodate a few children at a time will offer a range of clear choices. These areas will include centers which focus on fine motor skills, gross motor development, art, music, sand and water play, dramatic play, math, science, books, toys and games.

The teacher will establish a structure for each day. Children will be assured that their environment is predictable and familiar.

Teachers and students will create a classroom community where all children feel safe and know they belong. Teachers will form positive relationships with students which readies children's minds for learning. Mistakes will be viewed as opportunities to learn.

Parents and community partners will be encouraged to participate in the learning activities.

The teachers will rely on strategies, activities and materials recommended by All About ECERS-R. The environment should reflect the models provided in this book.

**f) Describe the outdoor playground environment:**

The playground will provide a safe place, protected from street traffic and free of debris and hazardous equipment. It will include age appropriate equipment for climbing, swinging, building and cycling. Soft materials will be incorporated under swings, climbers and slides. The outside environment will offer a variety of clear choices for different challenges and experiences. Safety considerations will be paramount. Teachers will connect the outdoor experiences to content and by asking questions, guiding students to find solutions to problems they encounter, encouraging students to experience life science and encouraging students to become good observers of the environment. A useful framework for outdoor play includes the following: 1) In functional play students use all their senses to learn about objects in the environment. 2) Constructive play emerges when students begin to use materials to build or create something new. 3) Dramatic play allows a student to pretend to be a fireman, ambulance driver, etc. and 4) Games with rules provide the opportunity to learn children's games.

Parents will be advised of the importance of playground strategies and will be encouraged to make time each day to be outdoors with their children, exploring, making decisions and appreciating nature.

**g) Describe the type of developmentally-appropriate hands-on activities that students will be engaged in to improve services to students:**

Students will be engaged in the following types of hands on experiences:

- **Number Concepts:** Students will compare objects in groups, such as desks, shoes, number of boys, number of girls. They will develop the language of math.
- **Science:** Students will explore, observe and describe a variety of living and non living items such as seeds, rocks, shells, bugs, etc. under a magnifying glass. They will sort living and non living things and describe objects according to their physical properties.
- **Social Studies:** Through role playing and the availability of dolls and puppets, students will recognize community workers, develop an awareness of jobs, understand the roles of family members and will develop an awareness of the diversity of communities.
- **Creative Arts:** Students will use music to express emotions. They will use visual arts to express thoughts and perceptions, (paints, sculptures, murals, etc.). They will use dramatic play to appreciate family and community roles, and to enhance self worth.
- **Health and Physical:** Students will exhibit body coordination and strength. They will develop appropriate health and hygiene skills such as hand washing and use of tissues. They will hop, skip, jump and march.
- **Language and Literacy:** Students will increase vocabulary, expand listening skills and engage in activities that promote the acquisition of emerging writing skills. They will listen to read aloud books and poetry and draw using chalk, crayons, pencils, etc.
- **Social and Emotional:** Students will develop self control and learn to play cooperatively with other children with a minimum of directions.

**h) Describe the type of developmentally-appropriate language and literacy experiences/activities that students will be engaged in:**

Phonemic awareness and immersion in print and literacy experiences must be initiated in prekindergarten classes. The preschool program will include the following practices:

- Children will engage in responsive conversation with nurturing adults. These adults will model reading and writing behavior and therefore will foster children's interest in reading and writing.
- The adults will create a rich print environment that provides opportunities and tools for children to interact with print.
- Adults will read high quality books daily to children, including books that positively reflect children's identity, home language and culture.
- Adults will provide opportunities for children to talk about what is read and to focus on the sounds and parts of language as well as the meaning.
- The adults will develop teaching strategies and experiences that extend phonemic patterns such as rhyme and alliteration.

A library center will be developed which provides a wide variety of children's books and a selection of Big Books. Displays on the wall will include book jackets, posters and alphabet. A CD player will be available for listening experiences. Hand puppets and dolls will be available for storytelling. Books that describe different cultures, predictable books and alphabet books will be included and available.

**i) Describe the type of developmentally appropriate numeracy experiences/activities that students will be engaged in:**

Students will be exposed to math experiences throughout the day. They will count, sort, match, solve problems and compare objects in the classroom. The schedule will include time for calendar math in which the students will learn the days of the week and the months of the year. The management system of the centers will provide the opportunity for students to count the number of children in each center and to begin the process of telling time. A math center will be developed which will provide many and varied manipulatives to assist the children in counting matching, sorting and comparing. Books will be provided which will assist the students in learning the language of math.

**j) Describe the on-going assessment process that will be used to guide instruction. (The use of DSC assessments and student portfolios must be addressed.)**

The students will be administered the Developing Skills Checklist pretest at the beginning of school. (August, 2010) This data will be entered into the Red-E-Set-Grow computer program. This will assist the teacher in planning instruction. The post test will be administered in May, 2011 and data from this test will determine if the program measurable objectives have been met. The teacher will also be able to compare pre and post test scores to identify strengths and weaknesses. A workshop focused on data interpretation will be conducted at the beginning of the school year.

Portfolios will be maintained for each child. Artifacts, annotated observations, photographs, etc. will be dated and the skill/concept observed will be noted. Training in the development of portfolios will be ongoing.

Information from the DSC and portfolios will be shared with parents/caretakers at conferences. This information will also be used to request special services. Data will also be shared with the kindergarten teachers to assist them in developing strategies to meet student needs.

**k) Describe how the Early Childhood Environment Rating Scale – Revised Edition (ECERS-R) will be used at the local level.**

All prekindergarten teachers at Baker Heights have received intensive training in the requirements mandated by ECERS-R. All pre-k teachers do a self evaluation of the environment and practices in their respective classrooms. Special emphasis has been directed to the following:

- Scheduling
- Center materials
- Hygiene practices
- Teacher/pupil interaction

Information from these self evaluations have been used to update materials and to create the hands-on activities required by ECERS-R.

**l) Describe plans for professional development for program staff:**

- System wide staff development is delivered the first two (2) days of school and again at mid term. (Topics selected by central office staff)
- School wide staff development is delivered 1 time during and early dismissal day. (Topics selected by school staff)
- Additional training for Pre K will be delivered at monthly faculty study meetings (held after school). Topics will be selected by school staff.
- Teacher will attend the Pre K/K State Conference held in Baton Rouge in January, 2011.
- Total staff development hours: 28 hours (plus the after school training)

**m) Other related information that helps describe the project:**

The 8(g) prekindergarten teacher meets weekly with the other prekindergarten teachers to plan instruction. This allows for cohesiveness in the total program. She also provides strategies and activities that she learned as a participant in a system math initiative.

The teacher has implemented a program using a "Smart Board". Developmentally appropriate activities are included in the software. There is also an assessment component which has helped in parent conferences and in developing interventions for school building level committees. This use of new technology which focuses on early childhood best practices has been a bonus.

n) Provide a time-line for program activities to include screening, pre-assessment, post-assessment, teacher training, field trips, etc. (include calendar dates for holidays.)

Date	Activity
July 15, 2010	Pre-Kindergarten Orientation for Parents
August 9-10-, 2010	System Wide Professional Development (Topics TBA) (12 hrs.)
August 9, 2010	Staff Orientation to Pre-Kindergarten Program
August 11 – 25, 2010	Pre Assessment Screening (DSC) Open House for Parents
September 6, 2010	Labor Day Holiday
September, 2010	Parent Workshop (Topic TBA)
September 13, 2010	1/2 Day Professional Development (Topic TBA) (2 hrs.)
October 21-22, 2010	Parent /Teacher Conferences
1 <sup>st</sup> Field Trip	Site TBA
November, 2010	Pumpkin Museum – Open to Parents/Community
November 22-26, 2010	Thanksgiving Holidays
November, 2010	Grandparents' Day (Date TBA)
December, 2010	Parent Workshop (Date TBA)
December, 2010	Field trip to tree farm
December 20-31, 2010	Winter Holiday
Jan. 3, 2011	System Wide Professional Development Day (6 hours)
Jan. 13-14, 2011	Parent/Teacher Conferences
Jan., 2011	Field Trip -Place and date TBA (Possibly Children's Museum)
January 17, 2011	MLK, Jr. Holiday
January, 2011	PreK/K State Conference (8 hours)
February, 2011	Strawberry Farm Field trip
February, 2011	Read Aloud (Date TBA)
March 7-8, 2011	Mardi Gras Holiday
March 30, 2011	Parent/Teacher Conference
April 1, 2011	Parent/Teacher Conference
April, 2011	Field Trip (Children's Museum)
April, 2011	Parent Workshop (Topic TBA)
April 22-29, 2011	Spring Break
May 2, 2011	Post Assessment Administration (DSC) Begins
May, 2010	End of Year Party with Parents
May 23, 2011	Last Day for Students
Several Professional Development workshops will be held in afternoon faculty meetings	Topics and dates TBA. They will support the School Improvement Plan.  28 Hrs of Staff Development Planned. This excludes monthly faculty study. Those hours will be recorded in the <u>End of the Year Report</u> .

**o) Attach a sample classroom schedule that meets Bulletin 741 requirements.**

<b>7:45 – 8:00</b>	<b>Welcome/Centers</b>
<b>8:00- 8:30</b>	<b>Breakfast/Bathroom</b>
<b>8:30 – 8:50</b>	<b>Circle Time</b>
<b>8:50 – 10:00</b>	<b>Centers</b>
<b>10:00- 10:20</b>	<b>Outdoor Gross Motor</b>
<b>10:20- 10:30</b>	<b>Bathroom</b>
<b>10:30- 10:40</b>	<b>Music/Movement</b>
<b>10:40 –12:10</b>	<b>Small Groups/Centers</b>
<b>12:10- 12:40</b>	<b>Lunch</b>
<b>12:40- 1:00</b>	<b>Story Time</b>
<b>1:00- 2:20</b>	<b>Nap Time</b>
<b>2:20- 2:40</b>	<b>Snack and Bathroom</b>
<b>2:40- 3:05</b>	<b>Outdoor Gross Motor</b>
<b>3:05- 3:15</b>	<b>Wrap Up</b>
<b>3:15</b>	<b>Dismissal</b>

**450 Minutes – Total Day**

**420 Minutes - Instructional Day**

<b>115 Minutes</b>	<b>Total Teacher Directed Minutes</b>
<b>185 Minutes</b>	<b>Total Student selected/ Directed minutes</b>
<b>40 Minutes</b>	<b>Snack/Bathroom Time</b>
<b>30 Minutes</b>	<b>Lunch</b>

**This schedule meets the requirements of ECERS-R**

# A. Pre-kindergarten programs for at-risk four-year-olds

## 8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010-2011

1. Objectives	2. How Measured	3. Summarized Results
<i>Duplicate this form and list each measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i>	<i>Indicate the instrument to be used to measure each objective.</i>	<i>Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your results.</i>
<b>Measurable Objective 1 of 3</b>  Seventy five percent (75%) of students participating in the Early Childhood Development Class will score in the 2 <sup>nd</sup> , 3 <sup>rd</sup> or 4 <sup>th</sup> quartile in language on the post administration of the Developing Skills Checklist (DSC)	Prekindergarten students will be administered the pre and post assessments of the Developing Skills Checklist (August, 2010 and May, 2011). Data from the May, 2011 Summary Subtest Report will indicate the percentage of students scoring in the 2 <sup>nd</sup> , 3 <sup>rd</sup> and 4 <sup>th</sup> quartile in language.	<b>TO BE COMPLETED FOR END OF YEAR REPORT</b>

# A. Pre-kindergarten programs for at-risk four-year-olds

## 8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010-2011

1. Objectives	2. How Measured	3. Summarized Results
<i>Duplicate this form and list each measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i>	<i>Indicate the instrument to be used to measure each objective.</i>	<i>Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your results.</i>
<b>Measurable Objective 2 of 3</b>  Seventy five percent (75%) of students participating in the Early Childhood Development Class will score in the 2 <sup>nd</sup> , 3 <sup>rd</sup> or 4 <sup>th</sup> quartile in math on the post administration of the Developing Skills Checklist (DSC)	Prekindergarten students will be administered the pre and post assessments of the Developing Skills Checklist (August, 2010 and May, 2011). Data from the May, 2011 Summary Subtest Report will indicate the percentage of students scoring in the 2 <sup>nd</sup> , 3 <sup>rd</sup> and 4 <sup>th</sup> quartile in math.	<b>TO BE COMPLETED FOR END OF YEAR REPORT</b>

# A. Pre-kindergarten programs for at-risk four-year-olds

## 8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010-2011

1. Objectives	2. How Measured	3. Summarized Results
<p><i>Duplicate this form and list <b>each</b> measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i></p>	<p><i>Indicate the instrument to be used to measure each objective.</i></p>	<p><i>Data should be summarized and analyzed for <b>each</b> of the objectives listed. Attach to the report specific supportive data to document your results.</i></p>
<p><b>Measurable Objective 3 of 3</b></p> <p>Ninety five percent (95%) of parents of the prekindergarten students assigned to the 8(g) class will participate in at least three (3) activities planned for the parents as measured by sign-in sheets and parent logs.</p>	<p>This objective will be measured by the maintenance of parent logs, which will be located in the classroom and by the maintenance of sign in sheets, which will be available at each training session and meeting Data from the sign in sheets and parent logs will be transferred to a parent involvement chart.</p>	<p>TO BE COMPLETED FOR END OF YEAR REPORT</p>

Name: TRUDY ANN HEBERT

## Certificates or Permits:

☒ **A 444929** Issued: 8/2/2005  
Valid For: 8/2/2005 - Life, Valid

(01) VALID FOR LIFE FOR CONTINUOUS SERVICE, 8/2/2005

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☒ **B\* 404315** Issued: 10/9/2002  
Valid For: 10/9/2002 - Life, Valid

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☐ **C 139818** Issued: 6/17/1993  
Valid For: 5/24/2000 - 5/24/2003, Not Valid

(999) C CERTIFICATE EXTENDED, 5/24/2000  
(999) C CERTIFICATE EXTENDED, 11/20/1996

☐ **T 098753** Issued: 1/4/1991  
Valid For: 8/1/1990 - 5/31/1991, Not Valid

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1992 B.S., WORLD EVANGELISM BIBLE COLLEGE &amp; SEMINARY

1989 B.S., JIMMY SWAGGART BIBLE COLLEGE

## General Area(s) Of Certification:

(540) PROVISIONAL PRINCIPAL, Grade(s): K-12, 8/2/2005

(526) PROVISIONAL ELEMENTARY SCHOOL PRINCIPAL, Grade(s): 1-8, 8/2/2005

(800) PK-3, Grade(s): 24-3, 10/9/2002

(553) SUPERVISOR OF STUDENT TEACHING, Grade(s): 1-12, 10/9/2002

(101) KINDERGARTEN, 2/7/1994

(111) ELEMENTARY GRADES, Grade(s): 1-8,

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